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Associate Commissioner's Notes

Greetings, CTE Champions!

Spring is upon us, and I know your schedules are full with testing and state conferences. Your hard work is always appreciated but especially at this time of year when things get hectic.

I appreciate the opportunity to share a couple of items with you. First, please encourage all teachers to take part in the 2013 TELL Kentucky Survey. All school-based certified educators are asked to participate in the anonymous survey at www.tellkentucky.org. The survey takes about 30 minutes to complete. Schools with at least 50 percent of qualified educators responding will receive aggregate school results to use for improvement planning.

KDE is conducting a drawing each week for two \$1,000 cash prizes: one for a school with at least a 50 percent participation rate, and another one for a school with a 100 percent participation rate.

Secondly, I have an update on the CTE legislation brought up in our General Assembly this session. I am pleased to announce that House Bill 207 has passed both houses. The bill passed in the House with a 96-1 vote, and it passed in the Senate with a vote of 38-0. This legislation paves the way for CTE to get the recognition it has long deserved. The newly formed Office of Career and Technical Education can be a strong voice in all school-improvement efforts. The Unbridled Learning initiatives and accountability system allows us to demonstrate how a rigorous technical program of study combined with a strong academic core can truly prepare students for a career and postsecondary education.

As required by both the executive order and HB 207, Dr. Terry Holliday has appointed a CTE Advisory Committee to provide guidance in development of a model of excellence that will elevate and integrate CTE. The committee met for the first time on Jan. 30, 2013. The meeting included some good discussions relating to rigorous programs of study, workforce needs in Kentucky, promoting CTE and developing models of excellence that can be replicated across the state.

Again, thank you for all your hard work and the efforts you make every day to help our students become well-educated, productive adults.

Sincerely,
Dale Winkler
Associate Commissioner –
Office of Career and Technical Education



Upcoming CTE Events

April

SkillsUSA State Leadership Conference 4-3 to 4-5 at the Galt House

Future Business Leaders of America (stet leadership conference 4-8 to 4-10 at the Galt House

Collin Potter FBLA National Officer will represent Kentucky and National FBLA at the North Carolina FBLA state conference in Greensboro 4-16 to 4-19

New Teacher Institute 3 day workshop 4-17 to -4-19 at CPT OCTE training center

Technology Students of America state leadership conference 4-22 to 4-24 at the Crowne Plaza hotel Louisville

Future Educators Association National Leadership Conference 4-26 to 4-27 Orlando, FL

May

FBLA state officers National conference planning meeting – 5-17 to 5-18 – Shaker Village

June

New Teacher Institute 5 day workshop at CPT OCTE training center 6-3 to 6-7

Career and Technical Education teacher Technical Upgrade Training workshops (various topics and locations) 6-3 to 6- 28

Family, Career and Community Leaders of America Leadership Camp 6-9 to 9-11 at the FFA Camp in Hardinsburg, KY

FBLA Leadership Camp 6-12 to 6-14 at the FFA Camp in Hardinsburg, KY

Kentucky Future Farmer of America Convention 6-11 to 6-14 at the Lexington Convention Center

SkillsUSA National Leadership Conference 6-24 to 6-28 at the Kansas City, MO Convention Center

Health Occupation Students of America National Leadership Conference 6-26 to 6-30 at Nashville, TN - Gaylord Hotel

FBLA National Leadership Conference 6-27 to 6-30, Anaheim, CA

Apprenticeship:

The Other Four-Year Degree

Kentucky is striving to increase the number of students who are college and career ready through a variety of avenues, including Career and Technical Education (CTE).

Registered Apprenticeship programs are increasingly popular as one of the ways and cover more occupations than most people think, said Mike Donta, deputy commissioner with the Kentucky Labor Cabinet. In fact, there are more than 1,200 occupations that the federal government recognizes as being apprenticeable occupations.

"Typically, the thought is construction trade apprenticeships, but really there are many more in the manufacturing side and service industry," he said.

According to the Bureau of Labor Statistics, "A few of the traditional skilled occupations in which apprentices are being trained are: automotive technician, baker, bricklayer, carpenter, electrician, machinist, maintenance mechanic, operating engineer, painter, roofer, sheet metal worker, structural steel worker, and tool and die maker. However, there are many other occupations that have apprenticeship programs. Examples of these occupations are computer programmer, computer service mechanic, dairy technologist, dental assistant, electronics technician, environment analyst, fire fighter, horticulturist, insurance claims adjuster, laboratory technician, optical technician, wastewater treatment plant operator, chef" to name a few.

"It's unbelievable when you look at the diversity of programs that are out there recognized and certified by the federal government," Donta said.

A minimum of 144 classroom hours per year is required of all apprentices, he added. "Typically they are working a full time job through the process. Total training hours vary depending on the occupation they are training for



Welding is just one of the more than 1,200 apprenticeship programs recognized by the federal government as being apprenticeable occupations.

and typical programs range from 1-5 years," Donta said.

He noted that both a college degree and apprenticeship pathways are very credible and one is not better than another. But for some students, the apprenticeship path is more accessible and a better fit for personal situations.

"Many times you would hear that something related to an apprenticeship was an alternative to college, but it's really a career choice now," Donta said. "And that has evolved just over the last few years and as more jobs have become specialized. With Registered Apprenticeship, you're still getting related classroom instruction, but you're taking that instruction onto the job and doing hands-on learning, then back to the classroom."

With so many choices, students and parents should take a fresh look at apprenticeships, not as a second choice but as a viable option when consid-



As jobs in advanced manufacturing become more prevalent, programs such as machine tool technology help students get a head start on the skills needed in this kind of workplace.

ering what type of postsecondary education is for them, said Mary Taylor, the Office of Career and Technical Education's industry training and development specialist.

"These apprenticeship programs allow students to earn while they learn and, once completed, will lead to high-demand, high-wage job skills that will follow them wherever they may go," she said.

College often comes with a large amount of debt for many students while those in a registered apprenticeship program are making money, Donta said. By the end of the usually four-year apprenticeship program, the wages will likely double, he added.

An important thing to remember about the apprenticeship route is the role of the employers. Donta said employees once were competing for jobs. Now, employers are competing for the skills of those workers.

Through apprenticeship programs, students learn those skills, making them attractive to perspective employers, Taylor said.

"The world of work is more competitive than ever, and the skills learned through a Registered Apprenticeship program give a student so much more of an advantage. It also gives employers a much more knowledgeable and valuable new employee," she added.

Donta said the more companies learn about the benefits of apprenticeship programs, the more willing they are to become involved because they all have some kind of training program. "This really gives some formality to it," he said.

Getting Students Prepared

While apprenticeship programs work well for those just finishing high school or those looking to make a career change, OCTE is embarking on a new project that will better prepare its high school students to enter into

"We have the potential to help students find high-skill, high-wage jobs while filling a need for existing and new businesses across the state."

Mike Donta,
deputy commissioner
Kentucky Labor Cabinet

apprenticeship program after graduation.

The office is partnering with the Kentucky Labor Cabinet to create a pre-apprenticeship pilot program. Taylor said it should be underway by fall 2013 and will involve 10 to 15 career and technical centers. It will encompass machine tool, metal fabrication, welding, industrial maintenance, electrical technology, computer aided drafting and wood manufacturing programs.

"Each manufacturing employer will choose four courses offered by a local center," Taylor said. "And students must successfully complete the course sequence as determined by the employer, in addition to attendance and course grade guidelines."

Taylor added that the business must agree to have a Registered Apprenticeship with the Labor Cabinet.

"Upon successful completion, the Cabinet will issue a Pre-Apprenticeship Industry Certification. A set amount of hours toward the apprenticeship will be awarded to that student, who will also be awarded some or all of the required minimum 144 classroom hours," she said.

Between the efforts of the Labor Cabinet and OCTE, Kentucky is positioning itself to become a leader in Registered Apprenticeship programs, Donta said.

"We have the potential to help students find high-skill, high-wage jobs while filling a need for existing and new businesses across the state," he said.



While electrical technology is considered a traditional skills trade, the need remains high for qualified electricians in a variety of job settings. The Department of Labor anticipates a 23 percent growth in the area through 2020.

A New Day:

CTE Advisory Committee Holds First Meeting

As Kentucky continues to make historical strides in the field of education, the first meeting of the newly created Career and Technical Education (CTE) Advisory Committee met in Frankfort recently.

The committee is the result of the executive order signed last year by Gov. Steve Beshear that brought together the state and local administrative offices overseeing Kentucky CTE. As part of the order, an advisory committee was to be established to offer guidance to the Office of Career and Technical Education and be composed of individuals representing education and industry.

The first gathering proved to be very beneficial, according to Associate Commissioner Dale Winkler.

"The dialogue was very productive and energetic. I truly feel like this group has the ability to change the face of CTE in Kentucky, not only creating a model for other educational endeavors within the state, but to make Kentucky CTE a model for other states, as well," he said.

In addition to Winkler, other members of the committee include:

- Beth Brinly, commissioner, Department for Workforce Investment
- Rep. John "Bam" Carney, Kentucky General Assembly
- Sen. Johnny Ray Turner, Kentucky General Assembly
- Ken Carroll, Kentucky Association of Manufacturers



Associate Commissioner Dale Winkler welcomed members of the Career and Technical Education (CTE) Advisory Committee for their first meeting.

- Kim Dees, Kentucky Hospital Association
- Penny Gold, Kentucky Society of Certified Public Accountants
- David Beck, Kentucky Farm Bureau
- Greg Higdon, Kentucky Association of Manufacturers
- Terry Holliday, commissioner, Kentucky Department of Education
- Ron Livingood, Grant County school district
- RaAnn Miller, Jessamine Career and Technology Center
- Mike Quillen, Kentucky Community and Technical College System
- Mike Stone, Kentucky Association for Career and Technical Education
- Tom Thompson, Breckinridge County Area Technology Center

Holliday said there are already several model programs in the state, both at the school level and those instituted by business and industry that relate to CTE. This committee will assist the department in creating a structural model that can be implemented throughout the state.

“We are at a point where CTE can truly help our state educators achieve the college- and readiness goals set forth by Senate Bill 1, and this committee should be instrumental in providing ideas and leadership in making those goals a reality,” he said.

Much of the discussion during the first meeting focused on the needs of the state’s business and industry sector.

Gold, CEO of the Kentucky Society of Certified Public Accountants, said the state is set to be a leader in the business world if it has an educated workforce.

“The importance of a unified approach to workforce development cannot be overstated. Kentucky is positioned to take its place among the most dynamic states for business development; however, our workforce needs to be ready to meet the challenge,” she said. “Corporations looking to expand or relocate often consider Kentucky as a finalist, but too often we lose out to states with a more adequate supply of personnel with the right skills for today’s businesses. The best way Kentucky can capitalize on these opportunities is for us to cultivate our talent pool.”

Gold added that just having a degree is not what it takes to succeed – students need to learn the skills and professional competencies that are in demand.

“This can be best accomplished by strengthening cooperative efforts with private business and industry. This team approach will help Kentucky educators develop the right curricula and skills training to



The CTE Advisory Committee is comprised of business and industry professionals as well as educators all brought together to help guide the state’s CTE sector.

meet the needs of the marketplace,” she said. “The Career and Technical Advisory Committee is definitely on the right track, and I am hopeful its efforts will be a game-changer for the Commonwealth.”

The committee discussed many topics related to providing all students with rigorous and relevant programs of study during its inaugural meeting. Some of those included:

- providing career exploration at an early age
- allowing 8th-grade students the opportunity to explore various career clusters
- extending career awareness to parents
- providing professional development for all teachers, including academic core, on the needs of business and industry in Kentucky
- reducing the need of remediation for high school graduates
- expanding work-based learning and pre-apprenticeship programs

Every member of the committee brings the knowledge needed to address these topics and more as it moves to create a more relevant CTE sector, Winkler said.

“At the end of the day, our mission is to educate our young people in such a way that they become successful, well-rounded citizens who contribute to the overall success of communities across Kentucky,” he said. “The move to elevate CTE and the group of people we have assembled to help in that process is one of the best things we can do to guarantee the success of these students and our economy, now and for generations to come.”

Anti-Bullying Project

Making students aware of the dangers in bullying



Carroll Co. ATC Student Melanie Ransdell celebrates the release of bullying words with students at Owen County Elementary School.

Statistics show an alarming number of students endure bullying even though many states including Kentucky have passed laws to make it a crime. It is estimated that one out of three children have been bullied and one out of three have been bullies themselves.

Melanie Ransdell and Kasey Hunter are best friends, victims of bullying and the newest crusaders against it. The two Carroll County Area Technology Center students are using a HOSA Future Health Professionals project and their own experiences as a way to teach elementary students about bullying. They have developed a presentation as part of their Health Sciences class designed to educate others about the dangers of the practice and how to make their schools bully-free zones.

"I saw a lot of people getting bullied and I wanted to make a difference so I sat down one day and put my thoughts together and want to get the word out there to get it stopped," said Ransdell. "We may not get it all stopped but we can make the percentages go down."

Bullying takes on different forms from name calling and torment, to physical contact. Ransdell added that it not only happens at school but others places, as well like at work, at home and even over the internet.

The two students spent countless hours putting together the project which included a display board and literature, along with a scrapbook and a PowerPoint presentation. In addition to those items, they also organized a demonstration component where the two took the message to a local elementary school.

After Before the presentation, Ransdell and Hunter and their Health Sciences Instructor Tonya Lindsay handed out pieces of paper with bully words written on each. The students held on to those words during the presentation. Afterward, the papers were collected and attached to helium balloons. The whole class went outside and released the balloons symbolizing the release of those mean words

and thus creating a bully-free school.

To follow up, Ransdell and Hunter returned to the school the next day and spent lunch time connecting students with friends they did not know. The group then signed a “bully-free zone” banner that will hang in the school.

All the activities were designed to send a message to the elementary students – don’t bully for any reason and accept each other’s differences.

While the message was intended to be for younger students, created with their age in mind and in a way they understand, Ransdell said the facts are tough and tragic in many instances, something older students see and experience all too often.

She pointed out that many kids try to shrug off a harassing comment and pretend it doesn’t bother them but that often leads to depression, especially if that person has troubles at home or at work.

According to multiple sources collected by the American Psychological Association, bullying has been found to be related to negative psychosocial functioning among children who are victimized and results in lower self-esteem, higher rates of depression, anxiety, feelings of loneliness, suicidal thoughts, and higher rates of school absenteeism.

Hunter said after working on the project she discovered the problem to be just as traumatic for the younger students as those her age.

“I never realized it was as bad for the younger kids. When we got to the school, so many were saying they had been bullied every day,” she said. “It just shocked me. I thought the younger kids were more accepting of each other.”

Hunter also said



Melanie Ransdell talks with Owen County Elementary students about the dangers of bullying.

she feels like most young people get bullied in some way, at some time. With that said, she also thinks there are positive instances where these young students really are accepting of others and bullying doesn’t become an issue. But it’s rare, she said.

Lindsay said the subject of bullying fits well into what she is teaching in Health Sciences since it can and does affect a victim’s physical health.

“My students see firsthand that we are all the same from a physical standpoint in how our bodies work. Therefore we should treat each other the same,” she said. “We are all the same inside.”

Lindsay added that bringing up the subject of bullying gets students talking about it. She said opening the lines of communications can ultimately put a dent in the problem.

A story board and written summary of the project was created and was judged as part of the classroom’s HOSA activities leading up to the state conference in March 2013. The display will now be placed in competition with other state projects at the conference.

Ransdell and Hunter plan to take their presentation to other schools and both emphasize it will take all people realizing the harm bullying can cause before it will go away.

“But I am bound and determined,” said Ransdell. “We want to make a difference.”



Carroll Co. ATC Student Kasey Hunter interacts with students from Owen County Elementary as part of a presentation to teach the younger students about the dangers of bullying.



Students at Locust Trace Learning Community Service Through Poultry Project

By Tim Thornberry

Students at the Fayette County school district's Locust Trace Agri-science Farm are getting a firsthand look at animal agriculture from the beginning stages to processing thanks to a poultry project funded by an FFA Food for All Grant.

The students raise both broilers and layers, learning the processes involved in all aspects of poultry and egg production. A unique feature of the project is community driven, as the eggs and processed chickens are being donated to the local food pantry.

Shane Norris, the Large and Small Animal Program instructor at the agri-school, said the project allows students to experience community service through animal science in the classroom as well as the lab.

"The infrastructure to get both layers and broilers came through the grant with the understanding we donate the eggs and broilers to God's Pantry," he said. "We were also able to partner with Kentucky State University (KSU) using their mobile processing unit."

Students are able to go to KSU and participate in that processing for consumption stage of the program, something many, having come from an urban setting, never experienced.

Norris said in addition to the community service aspect, the stu-



Mickie Lynn, a senior at Locust Trace works with the chickens on a daily basis. She said this project has helped her understand more the everyday work involved in farming.

dents are able to see chicken-raising on a scale they can replicate.

"They can raise their own chicks and have their own eggs, and it's smaller operations they could have in their own backyards," he said. "Also, they learn how to properly manage feeding and watering along with the proper responsibility and how crucial it is to provide for and sustain the chickens while they are here."

Students must do many things in raising chickens to guarantee maximum results, such as collect eggs daily and record how many from each chicken they gather; measure

the feed and make sure the animals are getting the proper amounts; and weigh the chickens regularly and record those weights to measure weight gain in relation to amount each is fed.

Norris said students have given mixed reviews to taking the birds for processing, with some having no problems and others realizing what takes place at this stage.

"Some say, 'I understand why it's here, but I don't want to come back.' But I want them to understand we have the cheapest, safest

food source in the world and there are reasons why,” he said. “We talk about why a flock is raised and, at the end of that, it is used for our consumption. And there will be an end,” he said. “It’s not like a pet. We try not to humanize it and make sure we keep a little distance. The ultimate goal of many livestock facilities is to raise animals for meat purposes.”

Catherine “Cat” Jones is a senior at Locust Trace. Although she was raised in the city, she loves animals and is using her experience at the school to move on to Morehead State University next year to become a veterinarian technician for large animals.

She said her family has always emphasized the need to not waste food, something that helps her understand all the processes of raising the chickens.

“My dad said if you are going to eat it, you should know where it comes from, and he would always tell us, ‘You know this food was once an animal.’ You have to respect that and not waste food, and he thought it was a great idea that we were doing this project.”

Jones added that she has always loved animals and, by coming to the school, she has found an outlet for that admiration.

“I have always loved animals, and getting to come here and to work with the animals is great because I’ve had this fascination all my life but I’ve never had an outlet for it. Now that I’ve been here, I know what I want to do,” she said.

Jones added that she thinks many people take their food for granted because they don’t understand the work that goes into producing it. She said going through the project and participating helps her to know better about where her food comes from and how it got there.

Mickie Lynn, another senior at Locust Trace, has had the benefit of growing up on the farm and understanding animal agriculture. She



Students gather eggs everyday as part of the poultry program at Locust Trace.

said there’s more to the school and this project than just learning to raise a chicken.

“I have learned to manage a farm. I have taken nearly every class here, including equine, ag communications, advanced animal science and biotechnology. Here you learn so much,” she said.

This year the school will donate 90 chickens and countless dozens of eggs to the food pantry. Norris said now is a good time to make the donations since food supplies have been depleted because of holiday demands.

“Donations kind of slow down after Christmas, and hopefully we can help get the shelves stocked up with this protein source,” he said.

As far as donating the food to God’s Pantry, Jones said she has worked with the pantry before through her church.

“I think it’s great because I’ve seen the people that go there and they are grateful for the food, and if they understand that high school students put their hearts into this, they’ll see we’re not all conceited and think we own the world,” she said. “I love the fact that I helped put food in someone’s belly.”

Sara Tracy serves as Locust Trace’s community liaison. She said the link between the school and a community service project like the one with God’s Pantry is important, especially since the second-year school is so new.

“It’s a crucial part of our education in helping our students understand the community around them, the support and, especially, the sustainability aspect of it. We try to teach all that when we do these projects with our community partners,” she said.

While the grant has been spent, it was done in such a way so the project can continue for years to come if so desired. Tracy said she hopes to develop the chicken project enough to include the local Farm to School program and contributed some of the food to the local school system as well as the food pantry.

To learn more about Locust Trace Agriscience Farm, go to <http://www.techcenters.fcps.net/locustrace>.



These cartons are filled and stored until ready to deliver at the local food pantry.

Career and Technical Education and the Common Core: A Look at the Standards

By Teresa Rogers, Literacy Consultant, Division of Program Standards

In today's rapidly changing workplace, students must be prepared to adapt by using and applying new information from a variety of sources.

In the Career and Technical Education classroom, the Common Core State Standards, adopted in our state as the Kentucky Core Academic Standards, provide guidance to teachers in meeting those needs. Here is a brief look at the reading standards and how to make connections to content materials.

The Technical Standards are divided into four main categories: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Level of Text Complexity. These standards are meant to complement content, not replace it. Teachers should feel free to use whatever instructional strategies that, in their professional judgment, will best benefit students in their comprehension of the text.

Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

These three standards require students to read a text to identify details of descriptions or central ideas, or perform a technical task. Your goal is to support students as they engage the text through summarizing, questioning, and making connections and inferences.

Craft and Structure

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9-10 texts and topics*.
5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force*, *friction*, *reaction force*, *energy*).
6. Analyze the author's purpose in providing an explanation, describing a procedure or discussing an experiment in a text, defining the question the author seeks to address.

These three standards address the need for students to understand and examine the information found in the text. Your goal is to assist students in this process by helping them understand how the text is organized in order to locate and use the information.

Integration of Knowledge and Ideas

7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Standards 7-9 require students to relate the information presented in the text to real-world applications, a skill used frequently in the career and technical classroom. Your goal in addressing these standards should be to model these skills and provide support for students as they build their competence level.

Range of Reading and Level of Text Complexity

Standard 10 addresses the level of text complexity, requiring that students proficiently read and comprehend technical texts in their grades band, with scaffolding as needed at the high end of the range. Students need to frequently be exposed to technical materials such as manuals, trade magazines, or other sources related to the unit of study. With technology today, it's easy to find and make these resources available for students.

Teachers should review the reading standards to see what connections they can make to the materials that their students must read and comprehend. A question to ask is, "What do my students need to understand this and how I do to support them in this process?" Combining knowledge of the standards and strategies to implement them will not only improve effectiveness as a teacher but also will give students the skills they need for today's workplace and, most importantly, for the workplace of tomorrow.

Coming soon: strategies for implementing the Kentucky Core Academic Standards in the classroom.